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ABSTRACT

There are a variety of problems connected with self-evaluation of local occupational programs: the focus on program graduates, objectives which cannot be measured, and goal statements too broad to be meaningful. To arrive at a solution to these problems, a philosophy statement and realistic measurable objectives were formulated. The philosophy statement and seven product-centered objectives were submitted to a cost and quality evaluation committee and the New York Board of Education for discussion. The objectives are to be evaluated in two stages. Phase 1 was the collection of data from occupational program graduates prior to their graduation and covered the first objectives: student satisfaction with the program, whether or not they would repeat the program, and determination of future plans to work or receive further training in their area of specialization. (The results showing satisfactory completion of objectives are presented in the report.) Phase 2 will consist of a six-month followup of the graduates and will deal with the four remaining objectives: successful completion of licensing examination, full-time employment, employment in area of specialization, and employment in an area related to the area of specialization. (AG)

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ESTABLISHING MEASURABLE OBJECTIVES FOR AND THE SELF-EVALUATION OF THE LOCAL VOCATIONAL EDUCATION PROGRAM: A CASE STUDY

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by

Albert J. Pautler, Jr.[1]

INTRODUCTION

This manuscript had its birth as the result of the writer being asked to be a consultant to a steering committee on "Quality, Cost, Evaluation of Occupational Education" of a Board of Cooperative Educational Services (BOCES). A BOCES is an intermediate school district which can perform many services for the component districts including such things as special education, computer services, audio-visual production and library as well as the operation of the occupational education program. As is typical in New York State, this BOCES was responsible for the development, staffing, and operation of the occupational education program (area vocational center). The theme of this manuscript and the intent applies to programs that can typically be called vocational, vocational-technical, occupational, or industrial education.

The steering committee was established by the Board of Education of the BOCES district. Nine component districts are members of this particular BOCES, which operates with a five member Board of Education. The steering committee on "Quality, Cost, Evaluation of Occupational Education" consisted of seven (7) individuals. Three (3) were board members from component districts, three (3) were superintendents from component districts, and one (1) was a member of the BOCES Board. The steering committee was established to evaluate the quality and cost of the BOCES occupational education program. The writer was asked to work as a consultant to the committee and to assist them in the product evaluation phase of their assignment.

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This introduction seemed necessary in order to inform the reader about the background of the problem and the involvement in a real life situation dealing with evaluation of the local program. The experience afforded the writer the opportunity to do an in-depth investigation of self-evaluation of the local occupational program and the conclusions based upon the investigation.

The content and philosophy upon which this manuscript is based could prove useful to both half-day and full-day occupational education program sponsors. It so happens that in New York State the BOCES sponsors the area occupational education program with the support of the component districts. But, the design is such as to be useful to all vocational/occupational program operators, whether they be a part of a BOCES, a county system, a state system, or a city-sponsored program.

In brief, the process involved a review of the literature dealing with program evaluation and the preparation of a position paper on the subject. What followed consisted of meetings with the administration and teaching staff to establish a philosophy statement and measurable objectives for the program. After the philosophy and objectives received BOCES Board approval, the data collection phase and analysis process began. This is spelled out in greater detail as you continue with this manuscript.

BACKGROUND

It seems that one of the most basic attempts at self-evaluation of the local occupational program has centered on follow-up studies of graduates. Follow-up data of graduates is required by all State Education agencies charged with the operation of the vocational program at the local level. This information in turn is reported to the United States Office of Education. The basic assumption must then be that vocational graduates should enter either higher education or the world of work in their area of specialization upon completion of a program.

Evaluation of local occupational education programs can be concerned with process or product. Process refers to the instructional program, curriculum, facilities, teaching and community resources and involvement expended to provide the occupational education program at the local level. Product refers to the graduate and perhaps even the drop-out from an occupational education program. All evaluation, therefore, centers on process, product or process-product evaluation of the local program.

Moss (1968) in a Technical Report entitled 'The Evaluation of Occupational Education Programs' describes, in a very technical manner, some research approaches to evaluation of occupational programs. His review lists six (6) research approaches to evaluation which are as follows:

Formative Evaluation
Expert and Self-evaluations
Follow-ups
Experiments
Interrupted Time Series
Regression Analysis

The reader interested in program evaluation would be well advised to review the Moss report. It would seem appropriate to also consider cost-benefit analysis techniques as another approach to evaluation. With the addition of cost-benefit analysis plus the six (6) approaches suggested by Moss, our list totals seven (7) approaches.

It is not the intent of this paper to review any or all of the techniques for evaluation which have been mentioned. A review of the research can provide this kind of information to the reader interested in such evaluation techniques. The purpose is to focus on the need for objectives at the local level so as to make evaluation more responsive to such statements.

Pucel (1973) in what this writer considers to be an excellent source details the vocational follow-up system used in Minnesota. He makes the statement that 'Occupational education programs are planned with specific objectives in mind. The action is the actual process of conducting an occupational education program.'

(P. 7) However, it is this writer's conclusion that the stated philosophy and objectives of many occupational education programs leave a great deal unclear, vague, or entirely missing in regard to the direction of the educational program at the local level. (Pautler, 1974) Pucel ties it all together in a very simple scheme which the writer has abstracted and which follows.

> Occupational education administrators and teachers are often plagued by two questions:
>
> 1. What programs should be offered?
> 2. Are the programs effective?
>
> If a program is established and all, or most, of the graduates become employed in related occupations, most vocational decision makers would not be concerned about gathering additional information.
>
> If programs are not effective and graduates are not placed in related occupations, three questions follow:
>
> 3. Are students allowed to participate in programs based on their needs, interests, and ability to benefit from the training?
> 4. Are job opportunities available in related occupations?
> 5. Do graduates possess the skills and knowledge necessary to perform in the occupation for which they trained?
>
> If it is found that the graduates do not have the necessary skills and knowledge, some additional questions are in order:
>
> 6. Is the content taught in the program appropriate?
> 7. Are the methods that are used to communicate the content to students effective?
> 8. Did the student have the necessary ability to enter the program in the first place? (Pucel, 1973, abstracted from pp. 12-13)

The point is that <u>meaningful evaluation</u> should be based upon the stated objectives of the local occupational education program. But, just look at the objectives of some local programs and you will see how vague and general such objectives tend to be. This makes honest and accurate evaluation a difficult task unless one is willing to say that the hidden objective is preparation for entry level employment in the student's area of specialization. Upon being asked to evaluate anything one must be aware of the philosophy and objectives of the program being evaluated. The issue centers on occupational teacher educators encouraging

the local program operators at the formative stage rather than at the time of evaluation. The following is an actual example of a philosophy (mission) statement and the objectives (goals) of an area occupational center program that the writer was working with.

VOCATIONAL-TECHNICAL EDUCATION

MISSION

To design, initiate, and conduct quality vocational-technical educational programs for all persons who may desire and benefit from them.

GOALS

1. To make optimal use of Craft Advisory Committees and Community Resource Personnel.
2. To promote and distribute information explaining program opportunities and structure.
3. To promote and develop flexibility of program structure and to extend program offerings to all who want them.
4. To develop and coordinate programs of continuous placement and follow-up for all enrollees in occupational programs.
5. To educate youth for immediate and emerging employment opportunities.
6. To encourage youth and adults to seek post high school education and/or additional occupational training.
7. To provide a continuous program of evaluation of services.

Such statements are of such a general nature that the task of evaluating is difficult if not impossible. It is at this point that the Committee was having a difficult time in evaluating the quality of the existing occupational education program. Goals statements numbers 4, 5, and 7 seem to have the most meaningful relationship to the work of the Committee as they attempted to evaluate the program. There is no convenient yardstick to measure such statements and the intent of them. This was the existing problem.

It was, at this point, that the committee suggested that this writer take some time to develop a position paper dealing with the establishment of a philosophy statement and more realistic and measurable objectives for the occupational education program.

OCCUPATIONAL AND VOCATIONAL EDUCATION

It appeared that the term occupational education was more suited to program identification than was vocational or vocational-technical education for New York State. The State Education Department in New York has established their offices and titles under the general rubric of occupational education as but one such indication of such a direction in the State. Position Paper #11, Occupational Education (1971) issued by the Regents of the State of New York define it this way:

> "We define occupational education as that part of the educational process which prepares people for occupations requiring less than the baccalaureate degree. However, occupational education in its broadest sense should be seen as an aspect of the total educational process." (P.6)

The point is that if you consider a project or plan to develop a mission statement and objectives for your existing vocational/occupational/technical program, consider the direction which has been established in your state.

Historically, a review of definitions of vocational, vocational/technical, and occupational education will all state or imply a major purpose on preparation for entry level employment. However, it has been this writer's observation that in the objectives of many local programs this is not too clearly stated. This, of and by itself, can at times present a serious problem to program and product (graduate) evaluation. It seems at times, to be like a hidden agenda. A few examples of definitions seem appropriate at this time. In Vocational Education--The Bridge Between Man and His Work (1968), the following statement can be found:

> Vocational education has been presented in broad terms with a target on man and his work; its primary responsibility is to help people enter the world of work, or to make progress in it, to their best advantage and that of society. But the total task of providing individuals with vocational self-sufficiency is not alone a task of vocational educators. (P. xxi)

The American Vocational Association (1971) defined vocational education:

> . . .as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging

> occupations, or to prepare individuals for enrollment in advanced technical education programs. . . . (P. 73)

Evans (1971) in Foundations of Vocational Education states:

> In its broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. It may be differentiated from general education, which is of almost equal value regardless of the occupation which is to be followed. (P. 1)

It can be documented that from the Smith-Hughes Act of 1917 to the present time one of the most basic objectives of vocational/occupational education has been the preparation of people for entry level employment. As long as this is so, let us encourage local program operators to so state it in their philosophy and objectives at the formative stage rather than when called upon to be evaluated after a number of years of operation.

PURPOSE STATEMENT

The purpose statement which follows could be considered a statement of philosophy for an area school BOCES operated program in New York State. It was presented For Discussion Purposes Only to the committee and the BOCES Board of Education. Discussion before adoption of such a statement should involve the staff and administration of the school as well as the members of the community and the Board of Education.

> The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

The statement above is, in itself, not important; the joint decision-making and planning that occurs on the local level is the important thing in arriving at a philosophy statement for the local program. The suggested philosophy would be used for discussion purposes only. After agreement on a philosophy state-

ment, the group would move onto the subject of program objectives.

OBJECTIVES

The following seven (7) objectives were presented to both the CCE Committee and Board of Education For Discussion Purposes Only. Teacher and administrator input should be requested before objectives are established for such a program. These seven objectives center on product (graduate) evaluation only. The semantic differential technique is used in the first three statements, and percentages only in the last four. The seven measures could be used on a program basis--automotive, cosmetology, electronics--and over a period of years would provide a profile on the graduates' success. Before being put into an operational data collection format, the items would need to be re-stated and re-written. As now stated, they are presented in a format which could be presented to teachers, administrators, or board members for discussion purposes only. The percentages in parentheses could be changed to meet locally-established criteria decided upon by the Board of Education.

1. Upon completion of an occupational education program (65%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING _____ (1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____ (7) NOT-SATISFYING

2. Upon completion of an occupational education program (65%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM _____ (1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____ (7) WOULD NOT TAKE SAME PROGRAM

3. Upon completion of an occupational education program (60%) of the students, available for employment or advanced education, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION							DO NOT PLAN TO ENTER AREA OF SPECIALIZATION
(1)	(2)	(3)	(4)	(5)	(6)	(7)	

It is suggested that the data for items number 1, 2, and 3 be collected during the last week of school before graduation.

4. Seventy-five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

5. Within six (6) months after graduation (60%) of the graduates available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (35%) of the graduates available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (15%) of the graduates available for and having sought employment in their specialization will be employed full-time in a position they consider related to their area of specialization.

(In Items 6 and 7, graduates who go on to formal advanced education will also be included.)

Data on Items 4, 5, 6 and 7 would be gathered 6 months after the graduation of each student. The same percentages or revised, locally-agreed-upon ones would be used.

RATIONALE FOR THE OBJECTIVES

The CCE Committee was concerned with establishing measurable objectives with input from the teaching staff and administrators of both Centers. It seemed to the writer that the suggested seven (7) objectives would be measurable and suitable to the philosophy statement which was also being suggested to the CCE Committee.

The seven (7) objectives will provide three basic measures of program product evaluation. These three measures are as follows: first, satisfaction with the program as measured just before the student completes the program. Second, percentage of graduates who pass examinations necessary to practice in certain licensed occupations. Third, employment status of graduates six (6) months after graduation based on the last three stated objectives (numbers 5, 6, 7).

The first three objectives (numbers 1, 2, 3) will be evaluated on the basis of data collected from the graduates before they graduate. These same three items will be re-stated and asked again as part of the six (6) month follow-up. It will be interesting to look for changes or shifts of attitude based upon the three objectives (numbers 1, 2, 3) six months after graduation. This data is not available at this time.

IMPLEMENTATION PROCESS

The status of the project at this point was that the committee and BOCES Board accepted the position paper and allowed the project to continue. The procedure that followed could be summarized in outline form as follows:

1. The position paper which was accepted by the COE Committee and the BOCES Board be presented to the two building principals for their reaction. Both approved the paper and allowed the next step to occur.

2. The position paper containing the suggested philosophy statement and the seven objectives was presented to all the teachers and administrators for their reaction and consideration.

3. A workshop was held in each of the vocational centers (East and West) during which time the philosophy statement and seven objectives were discussed. The percentages were blanked out from the objectives so that they would not be an influencing factor on the teachers. (See Figure 1) It was not the intent to get teacher endorsement of the philosophy statement or objectives at this time but rather to use it as a discussion vehicle. The teachers were left with the charge to consider the position paper and suggested objectives and decide if they wanted to use same or come up with others that they could better relate to.

4. After a reasonable delay, it was apparent that the teachers supported the philosophy statement and the seven objectives. What remained was to establish percentages for each of the seven objectives. Each teacher was given a copy of the work sheet shown in Figure 1 and asked to fill in the percentages which he/she considered realistic for his specialization. (It should be noted that both Centers operate on an open admissions program and without an assigned placement coordinator.)

5. The forms were returned to the consultant who tabulated the data by the teacher, program, center and district. The percentages suggested by the consultant on the basis of the obtained data were either at the mean, or lower in some cases, for the seven objectives.

6. The CQE Committee and, in turn, the BOCES Board approved the philosophy statement as well as the seven objectives. The percentages used for the objectives are those appearing in the statements in the section entitled Objectives. (Such approval was included in the BOCES Board minutes.)

7. The next step was to design the two instruments needed for the data collection procedure. The Survey Research Center of the State University of New York was engaged for instrument design, data collection, computer services, and data analysis.

8. The first phase of the project has been completed at this time based upon data from June 1974 graduates. The six month follow-up is in the planning stages at this time.

PHASE I

The first phase of the evaluation consisted of collecting data relating to the first three objectives. These three are as follows:

(1) Upon completion of an occupational education program, sixty-five (65) per cent of the students will rate the experience satisfying.

(2) Upon completion of an occupational education program, sixty-five (65) per cent of the students will indicate that they would tend to take the same program over again if they had to make their choice over.

(3) Upon completion of an occupational education program, sixty (60) per cent of the students, available for employment, will indicate that they plan to enter the area of specialization that they prepared for or go on to advanced training/education in their area of specialization.

It must be clearly stated that the data obtained to evaluate these objectives was collected the week before the close of school and before graduation. This was the intent of the original design and was planned this way for a definite reason. The reason being that the researcher wanted the data before the students graduated and

were exposed to the actual world of work. The data base obtained at this point will rule out the effect of finding work or not finding work in the specialization which the student pursued in school. It is the intent to re-ask the same three items in the six month follow-up and look for shifts based upon success or lack of success in finding employment in the specialization pursued while in school.

The results of the first phase of this study will be reported after a brief discussion of Phase II.

PHASE II

The second phase of the evaluation will consist of a six month follow-up of the graduates from the vocational program. The data collected will be concerned with objectives 4, 5, 6, and 7 which have been mentioned earlier. At the present time, the planned data collection procedure will make use of the telephone interview technique and will take place the January following a June graduation date.

When the final analysis of the data obtained from both phases of the study is presented to the CQE Committee, they should have an excellent picture of how the vocational program measured up to the Board approved objectives.

RESULTS OF PHASE I:

The instrument used to collect the data was developed by the Survey Research Center (SRC) of the State University of New York at Buffalo. The data was collected during the last week of class (June 1974) from the students from both vocational centers. The data was key-punched and analyzed by means of the Statistical Package for the Social Sciences (SPSS) using the SRC and computer services of SUNYAB. Data interpretation and the report are the sole responsibility of the author.

This report is the analysis of the data collected from the June 1974 graduates of vocational programs at Centers East and West.

The following three objectives are those which were evaluated based on data collected from the June 1974 vocational graduates.

Objective #1 — Experiences in Specialization

Upon completion of an occupational education program, sixty-five (65) per cent of the students will rate the experience satisfying.

Objective #2 — Choose an Area of Specialization Again

Upon completion of an occupational education program, sixty-five (65) per cent of the students will indicate that they would tend to take the same program over again if they had to make their choice over.

Objective #3 — Occupational Education Plan for Future

Upon completion of an occupational education program, sixty (60) per cent of the students available for employment will indicate that they plan to enter the area of specialization that they prepared for or go on to advanced training/education in their area of specialization.

The data was collected on the instrument which was designed by the SRC of SUNYAB. It was collected by means of in-person visits to both Centers by the writer and his graduate assistant. The format for the three items was as follows:

EXAMPLE:

Vitaman C is:

very beneficial 1 2 3 4 5 6 7 not at all beneficial [3]

WRITING "3" IN THE BOX MEANT THAT VITAMIN C IS RATED AS BEING A LITTLE BENEFICIAL.

1. My experiences in the specialization which I pursued while in the occupational education program were:

very satisfying 1 2 3 4 5 6 7 not at all satisfying [ ]

2. If I could choose an area of specialization over again, I would

take the same specialization 1 2 3 4 5 6 7 not take the same specialization ☐

3. My occupational/educational plans for the future are to:

enter my area of specialization 1 2 3 4 5 6 7 not enter my area of specialization ☐

The response pattern of 1 - 7 was interpreted as follows: 1 - 3 positive; 4 neutral; 5 - 7 negative. The absolute frequency count for the three objectives can be seen in Table 1.

TABLE 1

COMBINED TOTALS OF CENTERS EAST AND WEST FOR OBJECTIVES 1, 2, 3

	ABSOLUTE FREQUENCY COUNT		
Value	Objective #1[a]	Objective #2[b]	Objective #3[c]
1.0	102	159	133
2.0	115	60	46
3.0	64	25	41
4.0	28	40	60
5.0	14	16	14
6.0	8	6	11
7.0		25	26
(no answer) 8.0	4	4	4
	335	335	335

[a]Experiences in specialization.

[b]Choose an area of specialization again.

[c]Occupational education plans for future.

A total of 335 instruments were processed, 163 from Center East, and 172 from Center West.

	Center	Graduates	Instruments	%
(01)	East	183	163	88%
(02)	West	185	172	92%
		370	335	89%

The data collected represents 89% of the students who completed vocational programs in June 1974. It would have been nice to have this data from all June 1974 graduates. This can be accomplished by collecting the data during the first week of June and avoiding the last week of classes when many activities and exams are taking place in the component districts.

The data presented in Tables 2, 3, 4, and 5 show combined and separate totals for each of the three objectives.

TABLE 2

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT)
FOR OBJECTIVE #1, EXPERIENCES IN SPECIALIZATION

	Value	Absolute Frequency	Adjusted Frequency (%)
1. COMBINED TOTALS:			
Positive	1.00	281	84.9
Neutral	2.00	28	8.5
Negative	3.00	22	6.6
No Answer	8.00	4	Missing
Total		335	100.0%
2. CENTER EAST (01):			
Positive	1.00	140	88.1
Neutral	2.00	11	6.9
Negative	3.00	8	5.0
No Answer	8.00	4	Missing
Total		163	100.0%
3. CENTER WEST (02):			
Positive	1.00	141	82.9
Neutral	2.00	17	9.9
Negative	3.00	14	8.1
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 3

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT)

FOR OBJECTIVE #2, CHOOSE AN AREA OF SPECIALIZATION AGAIN

	Value	Absolute Frequency	Adjusted Frequency (%)
1. COMBINED TOTALS:			
Positive	1.00	244	73.7
Neutral	2.00	40	12.1
Negative	3.00	47	14.2
No Answer	8.00	4	Missing
Total		335	100.0%
2. CENTER EAST (01):			
Positive	1.00	121	76.1
Neutral	2.00	18	11.3
Negative	3.00	20	12.6
No Answer	8.00	4	Missing
Total		163	100.0%
3. CENTER WEST (02):			
Positive	1.00	123	71.5
Neutral	2.00	22	12.8
Negative	3.00	27	15.7
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 4

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT)

FOR OBJECTIVE #3, OCCUPATIONAL EDUCATION PLAN FOR FUTURE

	Value	Absolute Frequency	Adjusted Frequency (%)
1. COMBINED TOTALS:			
Positive	1.00	220	66.5
Neutral	2.00	60	18.1
Negative	3.00	51	15.4
No answer	8.00	4	Missing
Total		335	100.0%
2. CENTER EAST (01):			
Positive	1.00	113	71.1
Neutral	2.00	24	15.1
Negative	3.00	22	13.8
No Answer	8.00	4	Missing
Total		163	100.0%
3. CENTER WEST (02):			
Positive	1.00	107	62.2
Neutral	2.00	36	20.9
Negative	3.00	29	16.9
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 5

COMBINED AND SEPARATE ADJUSTED FREQUENCY (PER CENT)

FOR EACH OBJECTIVE, #1; #2; #3

	ADJUSTED FREQUENCY (%)		
	Obj. #1	Obj. #2	Obj. #3
1. COMBINED TOTALS OF BOTH CENTERS:			
Positive	84.9	73.7	66.5
Neutral	8.5	12.1	18.1
Negative	6.6	14.2	15.4
2. CENTER EAST (01):			
Positive	88.1	76.1	71.1
Neutral	6.9	11.3	15.1
Negative	5.0	12.6	13.8
3. CENTER WEST (02):			
Positive	82.0	71.5	62.2
Neutral	9.9	12.8	20.9
Negative	8.1	15.7	16.9

An analysis of the data collected in June 1974 shows that the percentages established by the Board for objectives #1, #2, and #3 have been met and exceeded.

The results are as follows:

Objective

#1	84.9% of the students who completed an occupational education program in June 1974 rated the experience satisfying.
#2	73.7% of the students who completed an occupational education program in June 1974 indicated that they would take the same program over again if they had to make their choice over.
#3	66.5% of the same students available for employment indicated that they plan to enter the area of specialization that they are prepared for or go on to advanced training/education in their area of specialization.

The data base obtained also can provide information related to the three objectives on a program by program basis or a teacher by teacher basis. This information, although available, is not reported in this manuscript since the three Board-approved objectives were considered district-wide and not for a building, program, or teacher evaluation system.

CONCLUSIONS:

It was the intent of the writer to trace the establishment of district-wide objectives for an occupational/vocational education program through to analysis of the data obtained. At this point, Phase I has been completed and is reported in fact. Upon completion of Phase II, this manuscript will be updated and made available.

I hope that the reader confirms the writer's belief that some new concepts in product evaluation are contained in this report. Comments and requests for additional information would be greatly appreciated from those interested in local program evaluation.

FIGURE 1

BOCES #2 (FOR DISCUSSION PURPOSES ONLY)

OBJECTIVES FOR AN OCCUPATIONAL EDUCATION PROGRAM

WORK SHEET

NAME _____ PROGRAM _____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway it is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of ti

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1. Upon completion of an occupational education program (___%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING (1) (2) (3) (4) (5) (6) (7) NOT SATISFYING

2. Upon completion of an occupational education program (___%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM (1) (2) (3) (4) (5) (6) (7) WOULD NOT TAKE SAME PROGRAM

3. Upon completion of an occupational education program (___%) of the students, available for employment, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in thei specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION (1) (2) (3) (4) (5) (6) (7) DO NOT PLAN TO ENTER AREA OF SPECIALIZATION

It is suggested that the data for items number 1,2,3 be collected during the last week of school before graduation.

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4. _____(___%) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

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5. Within six (6) months after graduation (___%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (___%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (___%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of speciali

(In items 6 and 7, graduates who go on to formal advanced education will also be incl

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LOCAL OCCUPATIONAL PROGRAM EVALUATION

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25

Establishing MEASURABLE OBJECTIVES and the SELF EVALUATION of the Local Vocational Education Program: A Case Study

PHILOSOPHY STATEMENT :

'THE OCCUPATIONAL EDUCATION PROGRAM PROVIDES EDUCATION & TRAINING IN SPECIFIC OCCUPATIONAL AREAS, CLOSELY FOLLOWING INDUSTRIAL & TECHNICAL PRACTICES OF PRIVATE INDUSTRY. THE PRIMARY PURPOSE OF THE PROGRAM IS DESIGNED TO MAKE AN INDIVIDUAL MORE EMPLOYABLE IN ONE GROUP OF OCCUPATIONS THAN IN ANOTHER. COMPLETION OF A PROGRAM SHOULD PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT AS SEMI-SKILLED OR SKILLED WORKERS OR TECHNICIANS OR SUB-PROFESSIONALS IN RECOGNIZED OCCUPATIONS & IN NEW & EMERGING OCCUPATIONS, OR TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED TECHNICAL PROGRAMS.'

OBJECTIVES:

1. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (65%) OF THE STUDENTS WILL RATE THE EXPERIENCE SATISFYING.

2. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (65%) OF THE STUDENTS WILL INDICATE THAT THEY WOULD TEND TO TAKE THE SAME PROGRAM AGAIN IF THEY HAD TO MAKE THE CHOICE OVER.

3. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (60%) OF THE STUDENTS, AVAILABLE FOR EMPLOYMENT OR ADVANCED EDUCATION, WILL INDICATE THAT THEY PLAN TO ENTER THE AREA OF SPECIALIZATION THEY PREPARED FOR OR GO ON TO ADVANCED TRAINING/EDUCATION IN THEIR AREA OF SPECIALIZATION.

4. SEVENTY-FIVE (75%) PER CENT OF THE GRADUATES OF ANY LICENSED OCCUPATION PROGRAM WILL PASS THE APPROPRIATE EXAMINATION. (i.e., COSMETOLOGY, L.P.N., ETC.)

5. WITHIN SIX (6) MONTHS AFTER GRADUATION (60%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT, WILL BE EMPLOYED FULL-TIME.

6. WITHIN SIX (6) MONTHS AFTER GRADUATION (35%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT IN THEIR SPECIALIZATION, WILL BE EMPLOYED FULL-TIME.

7. WITHIN SIX (6) MONTHS AFTER GRADUATION ANOTHER (15%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT IN THEIR SPECIALIZATION, WILL BE EMPLOYED FULL-TIME IN A POSITION THEY CONSIDERED RELATED TO THEIR AREA OF SPECIALIZATION.